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DESCRIPTORS Adults; Auditory Perception; *Brain Hemisphere Functions; Classroom Techniques; Cognitive Processes; Cognitive Style; Elementary Secondary Education; *Learning Disabilities; Learning Strategies; *Spatial Ability; *Student Characteristics; Symptoms (Individual Disorders); *Teaching Methods; *Visual Learning

ABSTRACT

This book describes the unique characteristics of visual-spatial learners and teaching techniques designed for this population. Following a quiz to identify visual-spatial learners, chapters address: (1) how visual-spatial learners think and the plight of being non-sequential; (2) the power of the right hemisphere, eye movement patterns, and engaging the right hemisphere; (3) the hidden culprit in underachievement, the impact of early ear infections, signs of central auditory processing disorder (CAPD), and accommodations for children with CAPD; (4) visual spatial learners with dyslexia, attention deficit/hyperactivity disorder, and giftedness; (5) differences among visual-spatial learners and learning styles for teachers; (6) differences between visual-spatial learners and auditory-sequential learners; (7) early signs of visual-spatial learners; (8) assessing visual-spatial abilities; (9) visual-spatial learners with disabilities and the importance of early identification; (10) the inner world of introverts; (11) visual-spatial learners with attention deficit/hyperactivity disorder; (12) the challenge of parenting visual-spatial learners; (13) teaching techniques for visual-spatial learners; (14) the Visual Spatial Identifier and its validation; and (15) visual-spatial adults and the future of education. Appendices include a description of visual-spatial learners in school and a list of resources. (References are provided for each chapter.) (CR)

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